

Review 4

Objectives: In this review unit, the teacher will help pupils to revise the topics, language functions, sentence patterns, vocabulary and the phonics they have learnt from Units 16 – 20. Then pupils will do the tasks related to *vocabulary and spelling, listening, reading and writing* to consolidate the language knowledge and skills they have learnt in the focused units.

Duration: 2 periods

Resources:

- Student's Book *Tiếng Anh 5, Tập Hai, Review 4, Pp. 82 – 87*
- Audio and visual aids: Recordings, stickers, flashcards, and large-sized sheets of paper for the phonics, the vocabulary, the sentence patterns and pictures for talking, Book map of Unit 15–20.



A. SUMMARY

Me and the World Around			
Unit 16. The Weather and Seasons			
Competences <ul style="list-style-type: none"> • Asking and answering questions about the weather • Asking and answering questions about the seasons 	Sentence Patterns <ul style="list-style-type: none"> • What will the weather be like tomorrow? <ul style="list-style-type: none"> – It'll be cold and stormy. • What's summer like in your country? <ul style="list-style-type: none"> – It's often hot. There is much rain. 	Vocabulary <p>forecast, foggy, cool, stormy, snowy, spring, summer, autumn, winter, seasons</p>	Phonics <p>stormy cold</p>
Unit 17. My Hometown			
Competences <ul style="list-style-type: none"> • Asking and answering questions about means of transport • Asking and answering questions about a trip duration from one place to another 	Sentence Patterns <ul style="list-style-type: none"> • How did you get to your hometown? <ul style="list-style-type: none"> – By coach. • How long does it take to get there by train? <ul style="list-style-type: none"> – Two hours. 	Vocabulary <p>hometown, taxi, coach, motorbike, Underground, scenery, hour, minute, far</p>	Phonics <p>coach north</p>
Unit 18. Life in the Village and City			
Competences <ul style="list-style-type: none"> • Asking and answering questions about what a village / town / city is like • Asking and answering questions about how to compare two places or things 	Sentence Patterns <ul style="list-style-type: none"> • What's London like? <ul style="list-style-type: none"> – It's beautiful. It's got a lot of parks and public gardens. • Which city is bigger, Tokyo or London? <ul style="list-style-type: none"> – Tokyo is. 	Vocabulary <p>life, mount, bridge, traffic, high, noisy, peaceful, quiet</p>	Phonics <p>go got</p>

Unit 19. Road Signs			
Competences <ul style="list-style-type: none"> • Asking and answering questions about road signs • Asking and answering questions about how to be safe in the street 	Sentence Patterns <ul style="list-style-type: none"> • What does this sign mean? <ul style="list-style-type: none"> – It means we must stop. – It means we mustn't ride a bike in this street. • How did it happen? <ul style="list-style-type: none"> – A motorbike rider hit me. 	Vocabulary <p>mean, zebra crossing, helmet, get on, get off, cross, across, road sign, observe, slow down, hit</p>	Phonics <p>zebra crossing</p>
Unit 20. Finding the Way			
Competences <ul style="list-style-type: none"> • Asking for and giving directions • Asking and answering questions about how to find the way 	Sentence Patterns <ul style="list-style-type: none"> • Where's the post office? <ul style="list-style-type: none"> – Go along the street. It's by the lake. • How can I get to the zoo? <ul style="list-style-type: none"> – You can take the 22 bus. 	Vocabulary <p>lost, straight ahead, on the corner, next to, fire station</p>	Phonics <p>right fire</p>
Review 4			
Glossary			

- Get pupils to look at the book map in the Student's Book. Ask them to read the text in silence for a few minutes. Then say: *Today you are going to do a revision of five units, from Unit 16 to Unit 20.* Draw pupils' attention to the Sentence Patterns column and get them to repeat each line in it. Elicit pupils' answers the purpose of using each exchange (a pair of question and answer/ response). Tell them to refer to the Functions column as necessary.
- Then draw pupils' attention to the Vocabulary and Phonics columns. Get pupils to repeat each word in the Vocabulary column and check their comprehension. Then get them to repeat each word in the Phonics column. Tell them to notice the underlined letters.

B. REVIEW

I. VOCABULARY AND SPELLING

1. Choose the letters that complete the words below. Use o for two words. Then read the words aloud.

- Ask pupils to open their Student's Book on Page 82. Draw their attention to the letters in this section and say: *You are going to complete each word under the picture, using the letters given.* Get pupils to look at each picture in this section and predict the letters to complete the word under it. Elicit and write the word prompted. Repeat the step with the rest of the pictures. Play the recording or read all the words twice: once for pupils to listen and check with their prompts and once for them to repeat. Pause after each word for pupils to repeat a few times. Make sure pupils understand the language and the task.
- Individual work. Pupils do the task. Monitor the activity and offer help as necessary.
- Call on a few pupils to read aloud the words to the class. Ask them to spell the words as necessary.

Answers: a. go _ b. storm c. brown d. cold e. campfire
 f. north g. coach h. hot i. cry j. night

2. Complete the sentences.

- Ask pupils to open their Student's Book on Page 83. Draw pupils' attention to the pictures in this section. Ask them to predict the word to complete the sentence under each picture. Point to Picture a and elicit pupils' answer: *When is the weather often hot?* Class: *It's often hot in summer.* Write the word on the board and get pupils to repeat it a few times. Go through the rest of the pictures in the same way. Then get pupils to repeat each sentence a few times.
- Individual work. Pupils do the task independently. Monitor the activity and offer help as necessary.
- Call on a few pupils to read out their sentences to the class. Give your feedback on the answer if there is disagreement on any word.

Answers:

a. summer b. cold c. bus d. two e. countryside (or village)
f. Ha Noi g. next h. zoo i. must j. mustn't

3. Draw a line to match the words that go together.

- Ask pupils to open their Student's Book on Page 84. Get them to look at the chart of the words. Check if they understand the activity and the meaning of the focused words. Recall the meaning of the words. Get pupils to repeat each word a few times. Do the first example with the class: *dry season*.
- Set the time and let pupils do the task independently.
- Get pupils to check their answers in pairs. Call on some pupils to report their answers to the class. Have the whole class read all the words aloud.

Answers: 1. g 2. a 3. b 4. e 5. d 6. c 7. f

II. LISTENING

1. Listen and complete the sentences.

- Ask pupils to open their Student's Book on Page 84 and tell them the listening purpose: *You're going to hear five different dialogues. Listen to each dialogue and complete the sentences corresponding to the information.* If pupils do not understand, explain the task in Vietnamese. Get pupils to observe the pictures. Then point to each sentence and ask pupils to guess the information to fill the blank. Tell pupils not to worry if they do not understand every word. They should make guesses based on the information they listen. Do the first example with pupils.

Notes:

1. The traffic light means they must _____.
2. The weather will be _____ tomorrow.
3. She went to her home village by _____.
4. The _____ is small but beautiful.
5. The post office is _____ the cinema.

- Play the recording twice: once for pupils to listen all the way through and once for them to do the task. Pause after each part for pupils to have sufficient time to complete the sentences.
- Replay the recording for pupils to check the answers.
- Get pupils to correct their answers in pairs. Then ask some pupils to report the answers to the class. In case there is disagreement on any answer, play the recording related to the part again.

Answers: 1. stop 2. cold 3. train 4. village 5. opposite

Tapescripts:

- Boy: *What does this red light mean, Mum?*
 Woman: *It means we must stop.*
- Man: *What will the weather be like tomorrow?*
 Boy: *It'll be cold.*
 Man: *Are you sure?*
 Boy: *Yes.*
 Man: *So you should wear warm clothes.*
- Boy: *Where did you go last weekend?*
 Girl: *I went back to my home village.*
 Boy: *How did you get there?*
 Girl: *By train.*
- Girl: *Where's your hometown?*
 Boy: *It's a village by the river.*
 Girl: *Oh, really! What's it like?*
 Boy: *Well. It's small but beautiful.*
- Man: *Excuse me.*
 Girl: *Yes?*
 Man: *Can you tell me the way to the post office?*
 Girl: *Go straight ahead. It's opposite the cinema.*

2. Listen and complete the answers.

- Ask pupils to open their books on Page 85 and tell them the listening purpose: *You are going to listen to five different dialogues. You should complete the answers as you listen.* Get pupils to read the questions and the incomplete answers. They are to guess the information to complete the answers. Remind pupils not to worry if they do not understand every word. Pupils should focus on the information related to the question words as they listen.

Notes:

- Where does Lan live?
 In a _____.
- What is her school like?
 It is _____.

3. How far is it from her house to the school?

It's about _____ kilometres.

4. How does she get to school?

By _____.

5. How long does it take her to walk home?

It takes _____ minutes.

- Play the recording twice: once for pupils to listen all the way through and once for them to do the task. Pause after each part to give pupils sufficient time to read and complete the answers.
- Replay the recording for pupils to check their answers.
- Get pupils to check the answers in pairs. Call on a few pupils to report their answers to the class. If there is disagreement on any answer, play the recording related to the answer again.

Answers:

1. *village near Ha Noi*
2. *small but beautiful*
3. *two (2)*
4. *motorbike*
5. *about fifteen (15).*

Tapescripts:

1. Tony: Do you live in the city, Lan?

Lan: No, I don't.

Tony: Where do you live?

Lan: In a village near Ha Noi. (Pause)

3. Tony: How far is it from your house to your school?

Lan: It's not far, about two kilometres. (Pause)

4. Tony: How do you get to school?

Lan: By motorbike. My mother takes me to school.

But I have to walk home after class. (Pause)

5. Tony: You walk home after school, Lan?

Lan: Yes. It's interesting to walk home with my friends.

Tony: How long does it take you to walk home?

Lan: About fifteen minutes. (Pause)

2. Tony: Where do you study?

Lan: I study at Van Khe Primary School.

Tony: What is your school like?

Lan: It's small but beautiful. (Pause)

III. READING AND WRITING

1. Draw a line to match each question with the answer.

- Ask pupils to open their Student's Book on Page 85 and say: *You are going to review all the sentence patterns from Unit 16 to Unit 20 by matching each question in the left column with the appropriate answer in the right column.* Get pupils to read the sentences a few minutes. Then do the first example with pupils to make sure they understand the task.



Notes:

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|--|--|
| 1. What will the weather be like tomorrow? | a. It's a small village in the countryside. It hasn't got a lot of people. |
| 2. How far is it from here to Ha Noi? | b. It's often cold. |
| 3. What does this sign mean? | c. You can go by bus. |
| 4. What's your hometown like? | d. Go straight ahead. It's opposite the cinema. |
| 5. How did the accident happen? | e. It will be hot and sunny. |
| 6. How can I get to the zoo? | f. It means we mustn't cross the road. |
| 7. Where's the post office? | g. A motorbike rider hit him. |
| 8. What's winter like in your country? | h. It's about 40 kilometres. |
- Set the time. Pupils do the task independently. Monitor the activity and offer help as necessary.
 - Get pupils to check their answers in pairs. Then call on some pupils to report their answers to the class. If there is disagreement on any answer, ask pupils to re-read the questions and answers.
 - Get pupils to repeat all the exchanges.

Answers: 1. e 2. h 3. f 4. a 5. g 6. c 7. d 8. b

2. Read the passage and do the tasks.

Task a

- Ask pupils to open their Student's Book on Page 86 and set the context: *You're going to read a passage and do the tasks that follow. Read the title of the passage and observe the picture. Can you guess what you are going to read about?* Let pupils read the title and observe the picture for a few seconds. Then elicit their answers: *What is the passage about?* Teach the new vocabulary: *relative, lorry, drive fast*. Read the passage, pausing at times to check pupils' comprehension. Draw pupils' attention to the use of *a lot of, such as, at all*. Make sure that pupils understand the passage and Task a: They are to match the words in the left column with those in the right column.

Notes:

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|-------------|----------|
| 1. a lot | a. games |
| 2. such | b. noisy |
| 3. computer | c. of |
| 4. very | d. as |
- Set the time. Pupils read and do the task independently.
 - Get pupils to check the answers in pairs. Then call a few pupils to report their answers to the class. If there is any disagreement on any answer, ask pupils to read the part related to the answer again.

Answers: 1. c 2. d 3. a 4. b

Task b

- Get pupils to read the sentences in Task b for the information. Then they scan the passage quickly to find the appropriate information to compare before their ticking.

Notes:

1. Tom visited his relatives in the countryside.
 2. There were many people, cars, buses and lorries in the city.
 3. People drove very slowly in the city.
 4. Tom's cousin gave him many computer games.
 5. Tom liked the busy life in the city.
- Set the time. Pupils do the task independently. Monitor the activity and offer help as necessary.
 - Pupils check their answers in pairs. Call on a few pupils to read out their answers to the class. If there is any disagreement on any answer, get pupils to read the sentences related to the answer again.

Answers: 1. F 2. T 3. F 4. T 5. F

Task c

- Get pupils to read the questions to get the information. Then they scan the passage quickly to find the information to answer the questions.

Notes:

1. Who did Tom visit?
 2. Where did they live?
 3. What was life in the city like?
- Set the time. Pupils do the task individually. Call on a few pupils to read out the answers to the class.

Answers:

1. He visited his relatives.
2. They lived in a big city.
3. It was very busy and noisy.

IV. SPEAKING

1. Ask and answer questions about the pictures below.

- Ask pupils to open their Student's Book on Page 87 and set the context: *You are going to ask and answer questions about the pictures using the guiding questions.* Get pupils to look at each picture and find appropriate guiding questions used to ask and answer about the picture.

Notes:

Guiding questions

- What will the weather be like tomorrow?
- How do you often go for your holiday?
- What is life in the village like?
- How do you cross the street?
- What does this road sign mean?
- Pupils work in pairs to take turns to ask and answer questions about each picture. Monitor the activity and offer help as necessary.
- Call on some pairs of pupils to demonstrate the task in front of the class. Praise the pair if they do well.



2. Find and talk about the four differences between the two pictures.

- Ask pupils to open their Student's Books on Page 87 and stick the large-sized sheet of paper with the pictures of this section on the board. Say: *You are going to say the differences between the two pictures. Now, look at each picture. Observe the details in it and say the differences.*

Notes:



- Let pupils observe the pictures for a few minutes. Then spot each of the pupils' prompts by putting a cross by the different detail. Model a report by pointing to the spots in turns and say, *In the first picture there is*

a yellow car. In the second picture there isn't a yellow car. Get pupils to repeat each sentence a few times. Then repeat the step until all the differences are found.

- Pupils work in pairs to take turns to point to the pictures and say the differences. Monitor the activity and offer help as necessary.
- Call on a few pupils to report the differences.

Answers:

- *In Picture a, there is a yellow car in front of the building on the left-hand side. But in Picture b there is no car.*
- *In Picture a, there is a man riding a motorbike. But in Picture b the man is riding a bike.*
- *In Picture a, the bus is blue. But in Picture b, the bus is yellow.*
- *In Picture a, there is a supermarket on the right-hand side. But in Picture b, there is a restaurant in the place.*